

## BIG IDEAS

Services and products can be designed through consultation and collaboration.

**Service design** interests require the evaluation and refinement of problem-solving skills.

Tools and technologies can influence communications and relationships.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in <b>research</b> and <b>empathetic observation</b> to determine service design opportunities and barriers</li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Establish a point of view for a chosen service design opportunity</li> <li>Identify context and requirements and wishes of people involved</li> <li>Identify criteria for success, intended <b>valued impact, constraints</b>, and possible unintended negative consequences</li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Analyze potential <b>competing factors</b> to meet individual, family, and community needs for preferred futures</li> <li>Identify, prioritize, and apply <b>sources of inspiration and information</b>, and include people involved when possible</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>service design opportunities</b> that include housing and living environments</li> <li>building, architectural, and interior design methods</li> <li>materials that enhance and improve a living space, including elements and principles of design</li> <li><b>societal trends</b>, including <b>ethical, environmental, and political factors</b> and how they affect shelter/housing needs</li> <li><b>influences on housing options</b></li> <li>traditional and contemporary First Peoples <b>living arrangements and housing options</b> and the importance of sense of place</li> <li><b>considerations for individual and family needs</b> with respect to living space</li> <li><b>laws and regulations</b> related to shelter and housing</li> <li><b>financial considerations</b> involved in housing</li> <li>cultural sensitivity and etiquette, including ethics of <b>cultural appropriation</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Prototyping</b></p> <ul style="list-style-type: none"> <li>• Develop a product and/or <b>service plan</b> that includes key stages and resources</li> <li>• Evaluate strategies for effective use and possible individual, familial, and community <b>impacts</b></li> </ul> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify and access <b>sources of feedback</b></li> <li>• Consult with people involved to gather constructive suggestions for improvement</li> <li>• Use consultation data and feedback to make appropriate changes</li> <li>• Identify and use <b>appropriate strategies</b></li> <li>• Use <b>project management processes</b> throughout when working individually or collaboratively</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• <b>Share</b> progress to increase opportunities for feedback and collaboration</li> <li>• Decide on how and with whom to share or promote <b>product or service</b> and strategies</li> <li>• Critically reflect on the success of product or service plan and explain how the ideas contribute to the individual, family, or community</li> <li>• Critically reflect on their plans, processes, and ability to work effectively, both individually and collaboratively, including their ability to share and maintain an efficient co-operative workspace</li> </ul>	

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Apply precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital</li> <li>• Identify and assess the skills needed, individually or collaboratively, in relation to projects, and develop plans to refine them over time</li> <li>• Critically reflect on cultural sensitivity and etiquette skills, and develop plans to learn or refine them over time</li> <li>• Apply audience-appropriate <b>interviewing and consultation etiquette</b></li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Explore existing, new, and emerging tools and <b>technologies</b> and evaluate suitability for design interests</li> <li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>• Analyze the role technologies play in designed environments and societal change</li> <li>• Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</li> </ul>	

**APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Housing and Living Environments  
Grade 12**

**Big Ideas – Elaborations**

- **Service design:** a human-centred approach that may include creating designed environments to enhance living arrangements and conditions

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**Curricular Competencies – Elaborations**

- **research:** seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **valued impact:** Service designs should be based on what the people involved are hoping for, so their input is needed.
- **constraints:** limiting factors, such as task or user requirements, materials, expense, environmental impact
- **competing factors:** social, ethical, and sustainable
- **sources of inspiration:** may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals
- **information:** for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres
- **service plan:** The primary purpose is to determine and provide or produce beneficial services for individuals, families, or groups.
- **impacts:** social, cultural, financial
- **sources of feedback:** may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals
- **appropriate strategies:** considering others' perspectives, ethical issues, and cultural factors
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during project execution
- **Share:** may include showing to others or use by others, giving away, or marketing and selling
- **product or service:** physical product, process, system, service, or designed environment
- **interviewing and consultation etiquette:** protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities
- **technologies:** tools that extend human capabilities

Content – Elaborations

- **service design opportunities:** for example, creating policies, resources, programs, activities, designed environments, physical products, or services
- **societal trends:** related to aging, technology, gentrification, the economy, the “sandwich generation,” homelessness, social justice
- **ethical, environmental, and political factors:** for example:
  - designated agricultural land reserves
  - sources and types of building materials
  - social housing
  - government building/structure regulations
  - gentrification
  - rural, urban, suburban, small town, remote
- **influences:** societal changes, social norms, population growth, geography, available resources, location, finances, mobility
- **housing options:** rental or ownership; single rooms, apartments, condos, or houses; co-operatives/shared ownership or freehold; single or multi-family dwellings; individual or shared dwellings (e.g., roommates)
- **living arrangements and housing options:** will vary depending on the traditions and practices of local First Peoples; also consider on-reserve and off-reserve housing
- **considerations for individual and family needs:** spiritual, physical, social, emotional, economic, location, sense of place, environmental, mobility
- **laws and regulations:** tenancy; ownership; First Peoples land title, usage, and rights; affordability; building inspections; expropriation; environment
- **financial considerations:** cost of rent or financing options involved with ownership; maintenance and upkeep; alternative ways of sharing housing
- **cultural appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn